

Designing Articulated Performance Assessment Exemplars



Presentation mode Interpretive mode

Interpersonal mode



**NYSED World Language
Pathways Initiative**

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Can Dos for our session



I can

- Define the three modes from examples
- Design Performance tasks with Can-Dos in the three modes
- Develop an articulated exemplar



World Languages NYS In the 21st Century



Seal of Biliteracy

- ▶ Students who develop language and cultural literacy through transferable, real-world performance tasks go on to become successful global citizens and lifelong, self-directed learners.
- ▶ It is the mission of this initiative to provide NYS teachers with tools and skills to help our learners reach Seal of Biliteracy goals.
- ▶ ACTFL Intermediate High/Checkpoint C

Bridging the Gap between new and veteran teachers

- ✓ Tools and Training on task design to move student performance toward the Seal of Biliteracy
- ✓ Crosswalks to shift from 1986 NYS Syllabus to universally portable concepts and skills already adopted by educators in NYS
- ✓ Parity between required concepts and skills for new teachers and veteran teachers

Please participate in new Surveys for the NYSED Initiative
We want and need your feedback. Thank you!



Bridging the Gap: Teacher Prep to PD

IPA Exemplars

Follow-up Survey on WL in the 21st Century

<https://www.surveymonkey.com/r/WLGAP>

<https://www.surveymonkey.com/r/NYSWL21century>

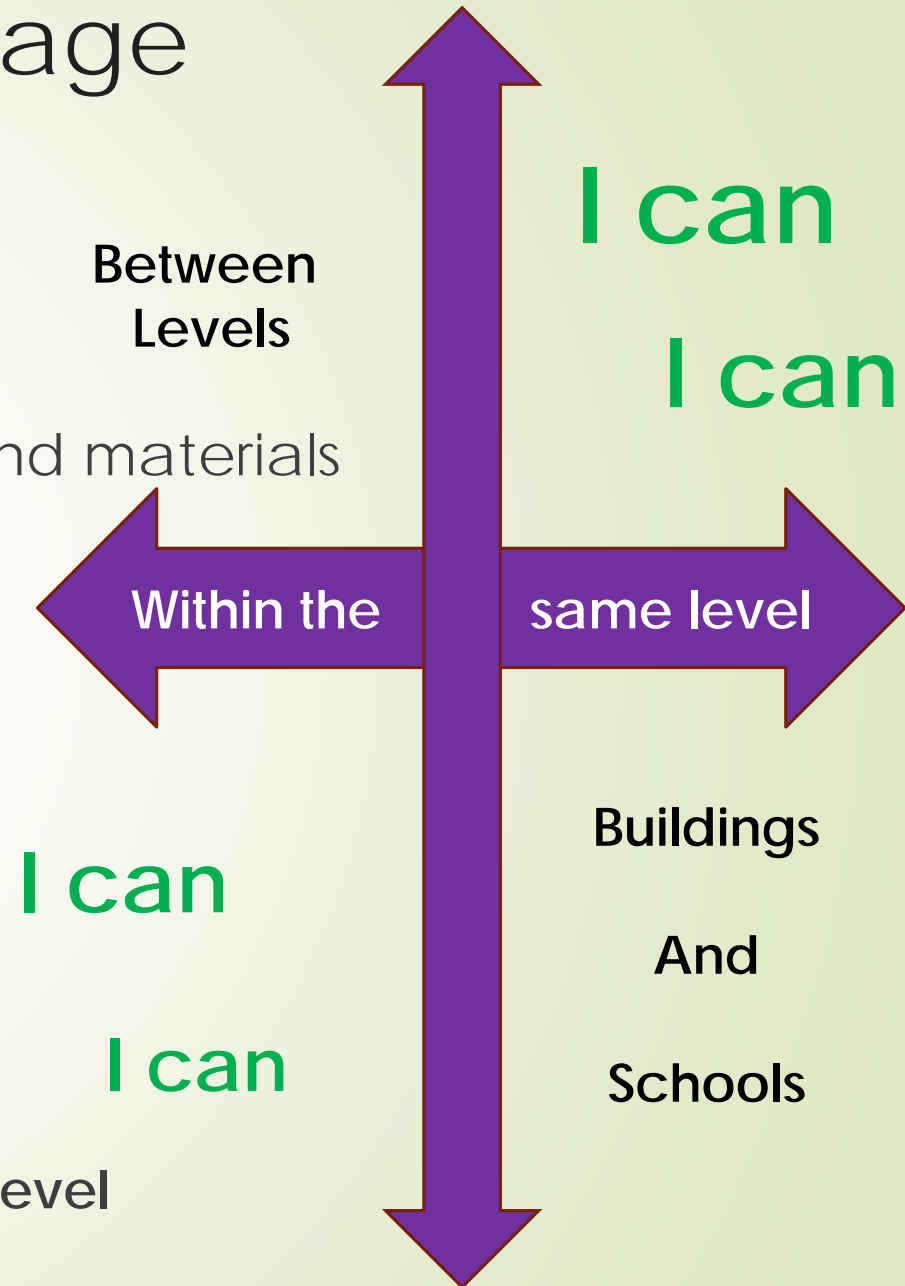
<https://www.surveymonkey.com/r/IPAexemplars>

World Languages NYS in the 21st Century Themes and Topics

Identity Social Relationships	Contemporary Life	Science, Technology and the Arts	Global Awareness
Auto/Biographical	Nutrition and Meal Taking	Physical Environs Climate	Environmental Issues
Family Life	House and Home	Technology	Food and Nutrition
Celebrations	Earning a Living Volunteerism	Pop Culture	Government and Politics
Social Events	Education	Design and Aesthetics	Health and Welfare
National Identities	Travel	Fine Arts: Music, Dance, Film, Literature, Theatre, Visual Arts	Global Challenges and Economy
Personal Goals	Leisure	Fashion and Clothing	Geography
Milestones	Community Public/Private Services	Inventions and Innovations	Social Justice, Human Rights, Accessibility

Articulation in World Language Education

- Horizontal
 - Continuity
 - Similar objectives, content, teaching strategies and materials
- Vertical
 - Transition
 - Between Levels, Buildings, and Schools
- Performance Assessment Specific Statements
 - PASS Can Dos provide:
 - Continuity you are looking for : Common Thread
 - Progression of how they do the content level after level



Global Awareness Health and Welfare



EU

Students will understand that culture influences the way we look at health and wellbeing. Students will understand that health care systems vary between countries and cultures.

EQ

To what extent does culture inform our health and wellness practices?
How is the individual responsible for their own health and wellbeing?

Context

Your school and town are sponsoring a health fair.
They need your participation on displays for new exchange students and families coming to New York.

Novice Checkpoint A

Students watch a video on cold and flu and circle the symptoms they hear.

Students compare symptoms using a venn diagram and decide similarities and differences of cold and flu.

Students identify cold and flu symptoms and body parts affected in a multimedia presentation for the health fair.

Intermediate Checkpoint B

Students visit commercial and health organization websites to categorize symptoms of cold and flu on a graphic organizer.

Students take a survey on cold and flu and come to consensus on symptoms and remedies with a partner.

Students create an infomercial for new exchange students on how to stay healthy during cold and flu season in NY.

Advanced Checkpoint C

Students read websites on prevention and treatment of colds and watch a video on *remedios caseros* to compare indigenous and conventional practices.

Students discuss the pros and cons of both practices, using resources to support their claim.

Students prepare a multimedia presentation for the fair on *remedios caseros* from cultural perspectives.

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I
N

I
P

P
R

Planning a dinner party

Interpretive

Students listen to menu options and circle their choices from food pictures.

Students write questions about the menu choices.



Interpersonal

Students ask their partner the questions and fill out a chart on food likes and dislikes.



Effect	Description	Results or Outcomes	Other Interesting Facts

Presentation

Friends are coming to dinner. Students read new menus and plan a menu appropriate for different people based on likes/dislikes and special dietary needs:
Vegan
Low Carb
No Dairy
No Rice



Can-Do Statements

I can write questions and make choices about food preferences.

I can answer questions and talk about food likes and dislikes with a friend.

I can plan an authentic menu with someone's dietary needs in mind.



Integrated Performance Assessment

Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). *ACTFL integrated performance assessment*. Yonkers, NY: ACTFL.

Interpretive Mode Tasks

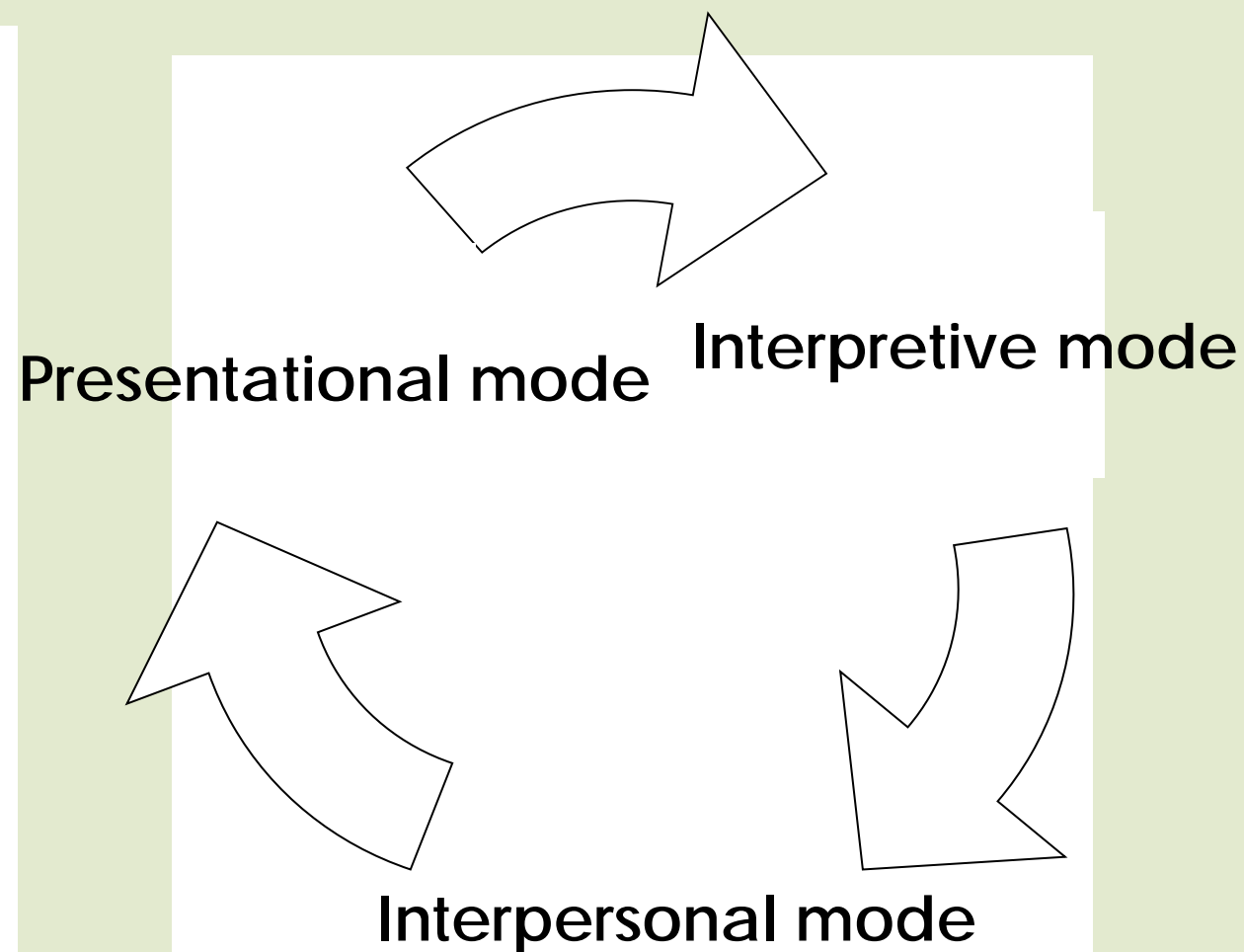
Acquire
Infer
Organize
Question

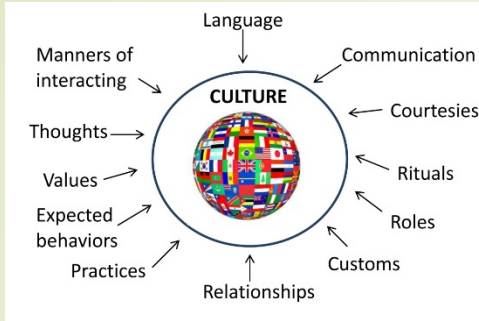
Interpersonal Mode Tasks

Seek more info from someone else
Choose, plan and come to consensus
Solve information gap

Presentational Mode Tasks

Create a product, solve a problem
Incorporate info from two other modes

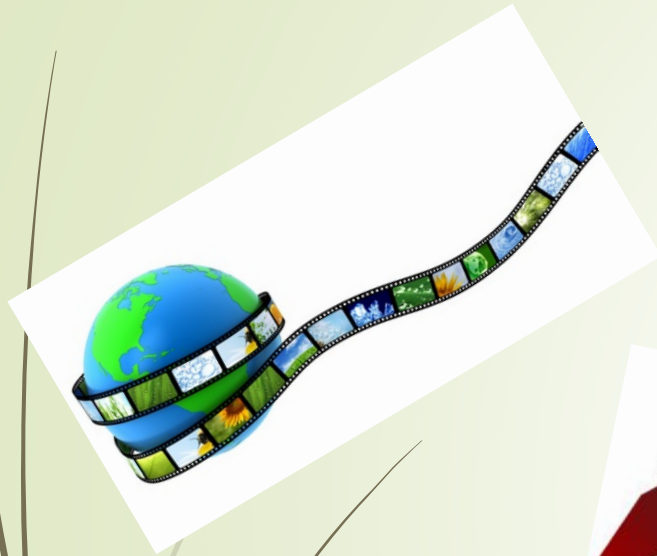




Culturally Authentic Materials Are *Made by And for the People* of That Culture (s).

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements
- Music
- Film and theatre
- Literature
- Signs
- Food labels
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- TV shows

Interpretive Mode Task Features



Listening or
Reading

- Comprehension and organization of words, concepts and ideas.

No
translation

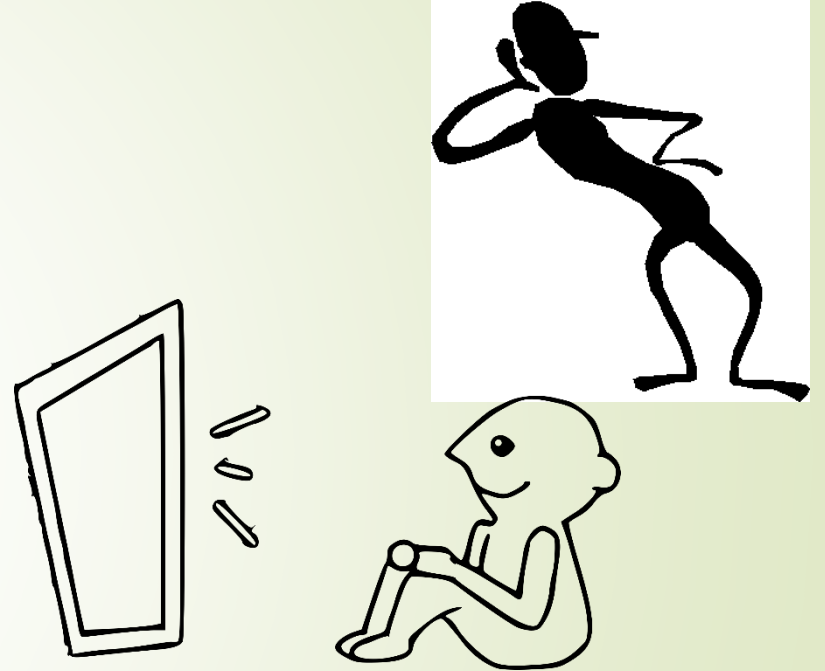
- Learner infers meaning with and from the authentic material.

Authentic
Materials

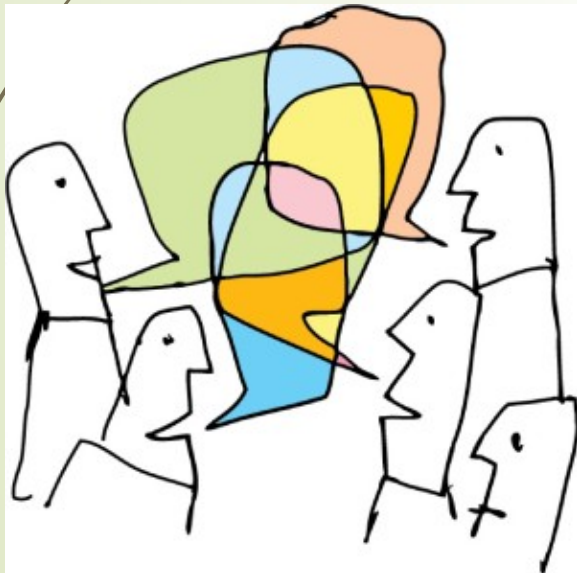
- Learners use texts, films, websites, works of art, songs, poems, advertisements, schedules, food labels, maps, videos.

5 Design types of Interpretive Mode Tasks

- Listen with visuals
- Listen and select
- Organize and Categorize with a chart or graphic tool
- Form questions from Authentic Materials
- Match information to individual need



Interpersonal Mode Task Features



Speaking

- Involve negotiation of meaning and consensus.

Not
Memorized

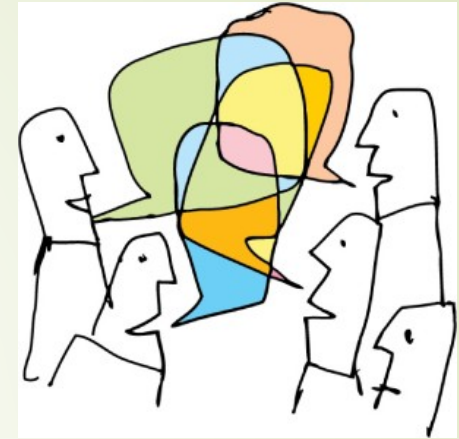
- Two-way, spontaneous tasks, unrefined, unrehearsed.

Integrated

- Based on information from Interpretive mode.

Design 3 types of Interpersonal Mode Tasks

- Come to consensus, decide and plan
- Ask questions-Get more information
- Solve an information gap



Presentation Mode Task Features



Speaking or Writing

- Learners can rehearse, revise, consult new sources.

Value beyond the classroom

- Learners use the language for a real world purpose.

Transfer

- Learners solve novel problems and create new products.

Sample Presentational Tasks

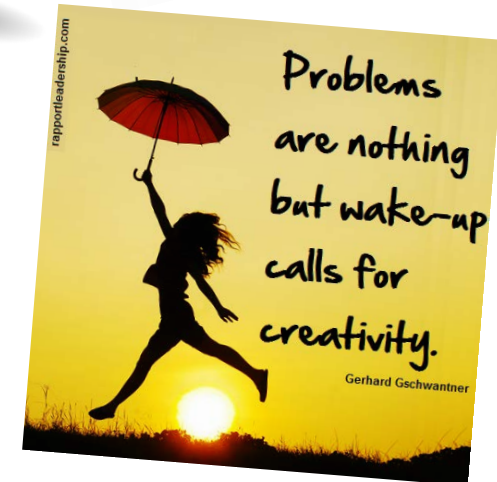
Solve Problems; Create Products

- Brochure or Itinerary
- Letter
- Web pages/social networking sites
- Video or Podcasts
- Advertisement
- Agenda or Schedule
- New beginning or ending of story, song
- Demonstration
- Content for TV episode
- TV or Radio spot
- Design a survey and present findings
- PSA or Infomercial
- Poem, Song, Rap
- Infographics, Voicethread



Survey

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor



Look For's in three Modes

Interpretive	interpersonal	Presentational
Authentic material used outside the classroom	Spontaneous Negotiation of meaning two-way communication Info from interpretive task	Must assess for transfer Non-negotiated one-way Communication Rehearsed, practiced Edited, polished
Match to a need Categorize on a chart Listen with visuals Move to details Choose from a list Write questions	Information Gap Ask Questions Negotiate Consensus	Role play Write a note Retell a story Create a commercial Solve a problem Create a product Write a poem Create an itinerary Design a menu

Contemporary Life Leisure



Context

By: Silvia D.

The online magazine *El Ocio Hispano* needs content for the next issue on the value of spending leisure time outdoors.

Novice mid-high

Checkpoint A

Intermediate Low-Mid

Checkpoint B

Intermediate High

Checkpoint C

Watch the video on activities at a Mexican school and check which you would participate in if you attended the school.

I can identify popular activities offered by Spanish speaking schools.

Come to consensus which activities are offered at the US and Mexican school.

I can compare leisure activities offered between schools.

Create a short video on leisure activities for the online magazine.

I can describe popular leisure activities in the US and abroad.

Using the park website, categorize the activities in the park and select which you like and do not like.

I can categorize activities according to my interest.

Discuss with a partner and decide where to go in Chapultepec Park,

I can plan outdoor activities with a partner.

Write a segment for the magazine on Chapultepec Park activities suitable for young children.

I can recommend outdoor activities popular in the Hispanic world based on someone else's needs.

Using the two websites on the beaches, compare and contrast the advantages and disadvantages of Mexican and Spanish beaches on a chart.

I can compare pros and cons of different beaches.

Using the chart, come to a consensus with my partner which beach is preferred and why: Mexico or Barcelona?

I can decide with a partner on leisure preferences and justify our choices.

Create a video on beach vacations for the magazine, with options depending on different people's needs. Compare three beach areas and what they offer.

I can explain which vacations are best and why outdoor activity is preferred in Spanish speaking cultures.

Authentic
Material

IN

IP

PR

Contemporary Life

Food and Meals

Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2007, 2016, 2017)



Context

What Can Do Statements can you derive from these tasks? Try it!

Your school is sponsoring an exchange program to France. They are looking for information to share with students regarding what to expect culturally for meals.
By: Melanie K.

Novice high
Checkpoint A

Analyze videos of dinner at someone's house and make a list of what makes these dinners authentically French.

Come to consensus on the most important cultural aspects of a French dinner.

Create a visual to propose on how the meal should progress and what it includes.

Intermediate Mid
Checkpoint B

Explore menus, websites, and reviews from French restaurants and note recurring ideas.

Compare notes with a partner. Decide what you want to include in the blog.

Write a sample blog entry explaining foods and practices at a French restaurant.

Intermediate High
Checkpoint C

Examine a menu for a school lunch in France and read an article about school lunch in France. Write questions about the menu and compare it to your own school lunch.

Discuss your findings with a partner. Share your ideas about these menus as you decide what is important about school lunch.

Write a letter to the School Board proposing a new lunch plan. Relate it to successful school lunches in France.

IN
IP
PR

Can you “Bloom” with a Mode? Then, “Bloom” with a Can-Do!

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluate
Choose Collect Complete Copy Define Describe Differentiate Distinguish Find Identify Label Match Order Outline Underline	Arrange Categorize Change Chart Cite Circle Classify Demonstrate Determine Diagram Illustrate Infer Organize Paraphrase	Apply Calculate Change Choose Conduct Construct Demonstrate Manipulate Modify Organize Predict Show Solve Transfer Use Prepare	Analyze Categorize Classify Combine Compare Contrast Diagram Identify Outline Paraphrase Select Separate	Calculate Categorize Classify Combine Compile Compose Create Design Develop Discuss Explain Paraphrase Produce Propose Revise	Appraise Argue Assess Compare Conclude Explain Interpret Judge Justify Recommend Relate Standardize Summarize <small> Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). <i>Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain</i>. New York: David McKay Co Inc </small>

Design your own tasks

Three Modes of Communication

Gallery Walk

Theme

Authentic Material

➡ Interpretive

➡ Interpersonal

➡ Presentational

Derive a Can Do Statement
for each mode task

➡ I can

➡ I can

➡ I can

World Languages NYS In the 21st Century



Performance Assessment Task Exemplars

Procedure:

- Choose a Theme, then a Topic
- Create **task at three levels for Vertical Articulation**
- Include Authentic Material for **the Interpretive Mode Task**
- Develop **task specific Can Dos** for each Mode task at three Performance Level Targets:
 - Novice Mid/High: Checkpoint A
 - Intermediate Low/Mid: Checkpoint B
 - Intermediate High/Advanced Low: Checkpoint C

<http://nysaflt.org/resources/world-languages-nys-initiative/>

Articulated Performance Assessment Task Template



(Eddy, J. 2006, 2014, 2015, 2017)

Novice high Checkpoint A		Intermediate Mid Checkpoint B	Intermediate High-Advanced Low Checkpoint C—Seal of Biliteracy
<div>IN</div> <div>Interpretive</div> <div>I can</div>		I can	I can
	<div>IP</div> <div>Interpersonal</div> <div>I can</div>	I can	I can
	<div>PR</div> <div>Presentational</div> <div>I can</div>	I can	I can

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